Grade (3) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 1	lesson 1	**LEARNING OBJECTIVES** • Learn the routines of the daily math period. • Identify repeating and arithmetic patterns. • Determine the next two elements in a pattern. **KEY VOCABULARY** • Elements • Increase • Number pattern • Pattern • Persevere • Visual pattern **MATERIALS** • Counters—50 for each group • Th inking Like a Mathematician anchor chart • Mathematics Student Book and pencil	**Calendar:** Today is a great day. It is the first day of math class for the year. Th is year, we will learn about multiplication and division, fractions, measurement, and so much more. **Learn** Complete the following patterns *- 30 , 40 , 50 , 60 , 70 , ………… , ……………… , ……… , , …………………	Pages 24 - 26	Calling Sticks - Relay Race	Complete the pattern:	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 1 - 3	Complete the pattern: 0 , 2 . 4 , 6 , ……………………

Teacher's Self Reflection	☐	Exceeds expectations	☐	Meets expectations	☐	Sometimes Meets Expectations	☐	Below Expectations ☐

Grade (3) class: ……………………… **Date:**……………………………… **present** :……….. **Absent:** …………. **Students' total number:** ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 1	lesson 2	**LEARNING OBJECTIVES** • Identify elements of a bar graph. • Organize, represent, and analyze data from a bar graph. **KEY VOCABULARY** • Axis • Bar graph • Horizontal • Scale • Tally marks • Vertical **MATERIALS** • Teacher-created birthday bar graph with a scale of 2 • Colored markers or crayons • Mathematics Student Book and pencil	**Calendar:** **Answer question about calendar** **Learn** Make a bar graph using the sibling data. Be sure to include a title, labels for each axis, and colored bars.	Pages 27 - 29	Calling Sticks - Relay Race	Using tally marks is a quick way to keep track of data. Tally marks are recorded individually up to 4 (such as / , // , /// , ////) and then in groups of 5 so it is easy to total. Now turn to page Lesson 2: Apply in your student books.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 4 - 5	Complete the pattern: 5 , 10 . 15 , 20 , ……………………

Number of Siblings	Number of Students
0 siblings	
1 sibling	
2 siblings	
3 siblings	
4 to 6 siblings	
More than 6 siblings	

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (3) class: .... Date:..................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 1	lesson 3	**LEARNING OBJECTIVES** • Identify the elements of a pictograph. • Explain the meaning of scale in a pictograph. • Create a pictograph from a data table. • Determine an appropriate graphing question. **KEY VOCABULARY** • Key • Pictograph **MATERIALS** • Pictograph of birthday months in the class • Colored markers or crayons • Construction paper—one sheet for each set of partners • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** (see FAVORITE DESSERTS table below)	Pages 30 - 32	Calling Sticks - Relay Race	you will see a data table. The table has data that was collected last year about students' favorite desserts. Use this data to make your own pictograph.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 6	Complete the pattern: 3 , 6 . 9 , 12 , ...

FAVORITE DESSERTS	
Basbousa	𝍷𝍷𝍷𝍷
Kunafa	𝍸 𝍷𝍷𝍷𝍷
Sweet Potatoes	𝍷𝍷𝍷
Sweet Feteer	𝍸 𝍸 𝍷𝍷
Rice Pudding	𝍸
Om Ali	𝍸 𝍸

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (3) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 1	lesson 4	**LEARNING OBJECTIVES** • Identify the elements of a line plot. • Collect and record data. • Create a line plot. **KEY VOCABULARY** • Frequency • Line plot • Number line • Numerical data **MATERIALS** • Bags of beans (one bag for each pair of students) • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Create a line plot using the beans in bag data. Be sure to give your line plot a title and a key.	Pages 33 - 36	Calling Sticks - Relay Race	62 is the highest value. I am going to create my empty number line starting at 51 and going up to 62. Now we can record that number of x's above the line. 51 52 53 54 55 56 57 58 59 60 61 62	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 7 - 8	Complete the pattern: 10 , 20 . 30 , 40 , ………………………

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: .... Date:.................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 1	lesson 5	LEARNING OBJECTIVES • Discuss centimeter measurement. • Measure the length of objects in centimeters. KEY VOCABULARY • Benchmark • Centimeter • Length • Units MATERIALS • Measurement anchor chart • Centimeter rulers (one for each pair of students) • Optional: Scissors to cut out centimeter rulers, if needed • Sets of five pieces of string (one set for each group of four students) • Mathematics Student Book and pencil	Calendar: Answer question about calendar Learn Length of a Primary 3 Student's Hand from Wrist to Middle Finger 10: x x 11: x x x 12: x x x x 13: x x x x 14: x x x x x x 15: x x x x	Pages 37 - 39	Calling Sticks - Relay Race	Measure the pieces of string and record their lengths in centimeters. String Number | Length in cm 1 | 2 | 3 | 4 | 5 |	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 9 - 11	Complete the pattern: 0 , 20 . 40 , 60 , ...

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: .... Date:.................................... present :.......... Absent: .... Students' total number: ....

						Teacher's Choices						
Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 1	lesson 6	**LEARNING OBJECTIVES** • Estimate the length of objects in centimeters and meters. • Discuss meter measurement. • Demonstrate understanding of the relationship between centimeters and meters. • Determine whether to use centimeters or meters to measure length **KEY VOCABULARY** • Centimeter • Estimate • Meter **MATERIALS** • Objects to estimate in centimeters • Measurement anchor chart • A meter stick or one created out of paper • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Look at the images below. Decide if the objects they depict should be measured in centimeters or meters and then write the word in the table.	Pages 40 - 42	Calling Sticks - Relay Race	Name at least three other objects that could be measured in centimeters and at least three other objects that could be measured in meters.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 12 - 15	Name objects that could be measured in centimeters

IMAGES	METERS OR CENTIMETERS?

	Could be measured in cm
	Could be measured in m

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: .... Date:....................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 1	lesson 7	**LEARNING OBJECTIVES** • Measure the length of objects in centimeters. • Use measurement data to create a class line plot. **KEY VOCABULARY** • Centimeter • Line • Meter **MATERIALS** • Prepared sets of small materials that can be measured in centimeters • Large demonstration line plot • Class set of rulers and one for teacher • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Use the table below to record your data. Remember to record the unit of measurement. Name of Object | Length in cm	Pages 43 - 46	Calling Sticks - Relay Race	You are all doing a wonderful job of measuring objects, using the data to create a line plot, and making statements from the data. This is important work that mathematicians and people use in everyday life. Look around you when you are home and see if you can find examples of graphs.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 16 - 18	Name objects that could be measured in meters

Name of Object	Length in cm

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐



Grade (3) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 1	lesson 8	**LEARNING OBJECTIVES** • Demonstrate understanding that centimeters are composed of millimeters. • Determine whether to use centimeters or meters to measure length. • Measure the length of objects in millimeters. • Describe the pattern they observe when measuring the same object in millimeters and centimeters. **KEY VOCABULARY** • Centimeter • Less than • Greater than • Meter • Millimeter **MATERIALS** • Images of objects to sort • Sets of string (from Lesson5) • An object to measure in both centimeters and millimeters, such as an eraser • Class set of rulers and one for teacher	**Calendar:** Answer question about calendar **Learn** Measure the pieces of string and record their lengths in millimeters. (see table below)	Pages 47 - 50	Calling Sticks - Relay Race	Today you are going to measure the same pieces of string you measured in Lesson 5. However, that day you measured in centimeters, but today you will measure in millimeters.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 19	Name objects that could be measured in millimeters

String Number	Length in mm
1	
2	
3	
4	
5	

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

Grade (3) class: .... Date:.................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices: Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 1	lesson 9	**LEARNING OBJECTIVES** • Use a table to record data. • Measure the length of objects in millimeters or centimeters. • Determine whether to use meters, centimeters, or millimeters to measure length. **KEY VOCABULARY** • Centimeters • Millimeters • Table **MATERIALS** • Length of P3 Students' Feet in Centimeters line plot • Sets of objects to measure (one set per group of four students) • Class set of centimeter/ millimeter rulers	**Calendar:** Answer question about calendar **Learn** Use the table below to record your data. Remember to record the unit of measurement.	Pages 51 - 53	Calling Sticks - Relay Race	You will do the following steps. • Decide as a group what unit of measurement to use. • Measure the length of each object using the unit of measurement you selected. • Record the length of each object and label the measurement. • Create a line plot to display your data.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 20	Choose four items in the class, then write the suitable length unit

Name of Object	Length in cm or mm

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐



Grade (3) class: ……………………… Date:……………………………… present :……….. Absent: …………. Students' total number: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 1	lesson 10	**LEARNING OBJECTIVES** • Create a line plot using their collected data. • Evaluate their personal progress using a checklist. • Explain how they will use their new learning in their daily lives. **KEY VOCABULARY** • Assessment • Checklist • Centimeter • Line plot • Millimeter **MATERIALS** • Length of a P3 Students' Feet in Centimeters line plot (from Lesson 9) • Large copy of Length of KG2 Students' Feet in Centimeters line plot • Checklist written on board	**Calendar:** **Answer question about calendar** **Learn** **Below is a checklist for you to use while you make your line plot. Make sure your line plot has all of the elements listed.** * I gave my line plot a title. * I labeled the number line. * I wrote the units of measurement. * My work is neat and organized.	Pages 54 - 56	Calling Sticks - Relay Race	Today you will use all of the data that you and your group gathered from our last class and create your own line plot. Remember, this project is an assessment so make sure that you take your time and do your best work. This project will show me what you have learned and what you still need to work on. To help you, you will use a checklist in your student book so you can double-check that you have completed all parts of the assessment to the best of your ability. I will use the same checklist to assess your work.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 21 - 22	Choose four items in the class, then write the suitable length unit

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: .... Date:.................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices: Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	lesson 11	**LEARNING OBJECTIVES** • Explain how the value of a digit can change based on its place value. • Apply strategic thinking to construct a four-digit number with a high value. **KEY VOCABULARY** • Digit • Place value • Number • Thousand **MATERIALS** • Large number cards 1 to 9 • Student sets of number cards 1 to 9 (one set per small group) • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Today we are going to deepen our understanding of place value. I showed the number 3,456 with note cards. This number is made up of the digits 3, 4, 5, and 6. Watch as I take those same digits and mix them around. Create the number 6,543 with cards. The order of the digits matters. When they are in a different place, their value is different. This is called place value.	Pages 65 - 68	Calling Sticks - Relay Race	write the digit in a place value box. compare your numbers with your friends. Thousands , Hundreds Tens Ones	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 23 - 24	Write the place value of the digit 6 in the number 6542

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: ……………………… **Date:**……………………………… **present :**………. **Absent:** …………. **Students' total number:** ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices: Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	lesson 12	**LEARNING OBJECTIVES** • Read and write numbers up to the Thousands place in standard form. • Read and write numbers up to the Thousands place in expanded form. • Create visual models of numerical value. • Compare numbers using symbols. **KEY VOCABULARY** Expanded form • Thousand • Greater than • Less than • Standard notation **MATERIALS** • Large place value chart • Base Ten blocks (optional) • Optional: Large copy of the Base Ten Manipulatives —Teacher Blackline Master	**Calendar:** **Answer question about calendar** **Learn** Choose a number in the thousands and write it below. Draw a model of the number in the place value mat below. Thousands Hundreds Tens Ones	Pages 69 - 72	Calling Sticks - Relay Race	*- Fill in the blanks with either > or < 8,903 9,038 2,345 2,344 7,878 7,787 6,534 6,544 1,342 1,302	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 25 - 26	Put (> , = , <): 2110 6542

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: .... Date:...................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	lesson 13	**LEARNING OBJECTIVES** • Read and write numbers up to the Hundred Thousands place. • Compare and order numbers up to the Hundred Thousands place. **KEY VOCABULARY** • Expanded notation • Hundred thousands • Standard form • Ten thousands **MATERIALS** • More or Less Th an 1,000 Blackline Master (one copy) • Large version of the Population of Egyptian Cities chart • Note cards with Egyptian cities on the front and their population on the back • Place value chart to the Hundred Thousands place • Student sets of number cards 1 to 9 (one set per small group)	**Calendar:** Answer question about calendar **Learn** *- Point to the number 67,459 in the place value chart. *- Write a 2 in the Hundred Thousands place, changing the number to 267,459. *- Let's read it all together. Two hundred sixty-seven thousand (emphasize the pause at the comma by pointing to each number and the comma), four hundred fifty-nine.	Pages 73 - 76	Calling Sticks - Relay Race	write the digit in a place value box. compare your numbers with your friends. Hundred Thousands | Ten Thousands | Thousands | , | Hundreds | Tens | Ones	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 27 - 28	Read the following number : 365,123

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

Grade (3) class: ……………………… Date:……………………………… present :……….. Absent: …………. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	lesson 14	**LEARNING OBJECTIVES** • Skip count by 2s, 5s, or 10s. • Read and write numbers up to the Hundred Thousands place in standard form. • Read and write numbers up to the Hundred Thousands place in expanded form. • Order a series of numbers up to the Hundred Thousands place. **KEY VOCABULARY** • Expanded notation • Greater than • Less than • Order • Skip count • Standard notation **MATERIALS** • Large place value chart from Lesson 13 • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Write each number in expanded form. Then practice reading each number in standard and expanded form 62,319 = 762,319 = 15,780 = 812,004 =	Pages 77 - 80	Calling Sticks - Relay Race	Arrange the following numbers from least to greatest or greatest to least. 62,319 762,319 15,780 812,004 The order : ………………… , ………………… , ………………… , …………………	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 29	Write the number in expanded form. 654,104

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: .... Date:.................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	lesson 15	**LEARNING OBJECTIVES** • Identify and practice strategies for counting groups of objects. **KEY VOCABULARY** • Groups • Sets **MATERIALS** • Poster of grocery store • Chart paper or poster paper • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Number of triangles= 3 +3 + 3 + 3 = 12 3 , 6 , 9 , 12 We have 12 triangles	Pages 81 - 83	Calling Sticks - Relay Race	Complete as the example : **- 2 + 2 + 2 + 2 = 8 2 , 4 , 6 , 8 **- 4 + 4 + 4 + 4 + 4 + 4 =......... 4 , 8 , ... , ... , ... , ...	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 30 - 31	Complete : 5+5+5+5= .... 5 , 10 15 , ...

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: .... Date:....................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	lesson 16	**LEARNING OBJECTIVES** • Use a variety of strategies to calculate the total number of items in an array. • Explain the strategies they used to calculate the total number of items in an array. • Solve repeated addition problems. **KEY VOCABULARY** • Array • Columns • Rows • Efficient • Skip counting • Repeated addition **MATERIALS** • Array Cards (stars, apples, cans) • Mathematics Student Book and pencil	**Calendar:** **Answer question about calendar** **Learn** Look at each star array and record the number of COLUMNS and the number of stars in each COLUMN. Then find the total number of stars. Use the work space on the next page to show how you found the total. 3 + 3 + 3 + 3 + 3 = 15 5 + 5 + 5 = 15	Pages 84 - 87	Calling Sticks - Relay Race	Look at each star array and record the number of COLUMNS and the number of stars in each COLUMN. Then find the total number of stars. Use the work space on the next page to show how you found the total.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 32 - 37	Complete : 7 +7 + 7 + 7= .... 7 , 14 21 , ...

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	lesson 17	**LEARNING OBJECTIVES** • Skip count by 3s. • Use drawings, arrays, equations, and physical models to solve repeated addition and multiplication problems. • Express repeated addition problems as multiplication problems. • Compare numbers using symbols. **KEY VOCABULARY** • Equal • Greater than • Less than • Product • Multiplication • Total **MATERIALS** • Three large string circles • Scrap paper to play Circles and Dots • 1 six-sided die (for teacher use) • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** • Find the total. Do they both have the same total? How is that possible?	Pages 88 - 91	Calling Sticks - Relay Race	Find the results and compare them : * 6 + 6 + 6 = ….. 6 × 3 = ……… * 2 + 2 + 2 + 2 + 2 + 2 = ………… 2 × 6 = ……… * 4 + 4 + 4 + 4 + 4 + 4 + 4 = ……. 2 × 6 = ………	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 38	Complete : 3 + 3 + 3 + 3 + 3 + 3 + 3= ……… 3 , 6 , 9 , ……. , ………… , …………

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: ……………………… Date:……………………………… present :……….. Absent: …………. Students' total number: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	lesson 18	<u>LEARNING OBJECTIVES</u> • Compare arrays to equal groups. • Explain how repeated addition and multiplication equations are related. • Explain products of whole numbers. • Compare two products using greater than, less than, and equal to symbols. <u>KEY VOCABULARY</u> • Multiplication • Product <u>MATERIALS</u> • Six-sided dice (one die for each partner team) • Mathematics Student Book and pencil	<u>**Calendar:**</u> **Answer question about calendar** <u>**Learn**</u> you will find a space to draw your Circles and Dots. One partner will come up and get a die. Then roll to find the number of circles and roll again to find the number of dots. Draw your circles and dots, taking turns with the die. After you draw, record a repeated addition equation and a multiplication equation. After both you and your partner have found your products, record them. Them compare your products using a greater than, less than, or equal to symbol as we did yesterday. The highest product wins that round.	Pages 92 - 95	Calling Sticks - Relay Race	play a round of Circles and Dots. Roll the die one time to identify the number of circles you will draw. Roll it again to identify how many dots you will draw in each circle. Once you have drawn your models, record a repeated addition equation and a multiplication equation. Then compare your product with your partner's using < , >, or =.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 39 – 41	Complete : 5 × 6 = …………….

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: .... Date:....................................... present :........... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 2	lesson 19	LEARNING OBJECTIVES • Solve multiplication problems using arrays. • Investigate the Commutative Property of Multiplication using arrays. • Create arrays to model the Commutative Property of Multiplication. • Explain multiplication and the Commutative Property of Multiplication. KEY VOCABULARY • Commutative Property • Multiplication • Product • Factor MATERIALS • Mathematics Student Book and pencil	Calendar: Answer question about calendar Learn Number of circles: Number of dots: Total number of dots: ..... × .... = ... Number of circles: Number of dots: Total number of dots: ..... × .... = ... Compare the two results	Pages 96 - 98	Calling Sticks - Relay Race	On the grids below, draw arrays that prove the Commutative Property of Multiplication.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 42 – 45	Complete : 3 × 5 = ...

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: .... Date:...................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter **2**	lesson **20**	**LEARNING OBJECTIVES** • Solve multiplication problems using arrays. • Th ink strategically to solve a mathematical problem. • Use arrays to solve a real-world problem. **KEY VOCABULARY** • Array • Column • Product • Row **MATERIALS** • Colored pencils, crayons, or markers • Two large versions of the 10 × 10 Array Blocks Game Board • Six-sided die (one die for each pair of students) • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Array Block Game: • Roll the die one time. That is the number of rows in your array. • Roll the die a second time. That is number of columns in your array. • Decide where you would like to create the array in the game board grid. • Draw the array on your grid and color it in. • Label the array with a multiplication equation and the product. Play until you cannot fi t any more arrays on the grid.	Pages 99 - 102	Calling Sticks - Relay Race	On the grids below, draw arrays of 6 ×5. 8 × 7	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 46 – 49	Complete : 6 × 4 = ...

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 21	**LEARNING OBJECTIVES** • Use a variety of strategies to solve multiplication story problems. • Explain elements of multiplication story problems. • Record a multiplication equation to match a story problem. **KEY VOCABULARY** • Equal groups • Each • Equation • Product • Multiplication **MATERIALS** • Multiplication Cards–1 • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Farha went to the store to buy rolls for a big family dinner. At the store, she bought 4 bags of rolls. Each bag contained 5 rolls. How many rolls did Farha buy? Multiplication equation: …………………………………………… = …………………………	Pages 110 - 112	Calling Sticks - Relay Race	*- Manal brought 6 bags of cookies to school. Each bag had 3 cookies in it. How many cookies were there all together? Multiplication equation: ………………………… = ………………	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 50 – 52	Complete : 7 × 2 = ……………

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Grade (3) class: .... Date:...................................... present :........... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 22	<u>LEARNING OBJECTIVES</u> • Skip count by 4s. • Match multiplication equations to story problems. • Write a multiplication story problem that matches a given equation. <u>KEY VOCABULARY</u> • Equation • Multiples • Product • Skip count <u>MATERIALS</u> • Skip counting anchor chart • Sets of Multiplication Cards–1 • Mathematics Student Book and pencil	<u>Calendar:</u> Answer question about calendar <u>Learn</u> Read each story problem on your own. With a partner, then write its multiplication equation. *- Mariam had 4 sweaters. Each sweater had 3 buttons on it. How many total buttons are there on all the sweaters? *- Rana packed 6 boxes full of cans. Each box had 6 cans. How many total cans did Rana pack?	Pages 110 - 112	Calling Sticks - Relay Race	Read each story problem on your own. With a partner, then write its multiplication equation. *- Amir hiked for 3 days over the summer. Each day he hiked 7 miles. How many miles did he hike in all?	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 53 – 54	Complete : 5 × 5 = ...

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Grade (3) class: ……………………… Date:……………………………… present :……….. Absent: …………. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices: Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 23	**LEARNING OBJECTIVES** • Explain the rules for multiplying by 0 and 1. • Identify common multiples of 2 and 3. • Predict common multiples of 2 and 3 greater than 120. • Use evidence to justify and explain mathematical thinking. **KEY VOCABULARY** • Multiples • Product **MATERIALS** • 120 Chart • Crayons or colored pencils • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Use the 120 Chart below to complete the following: • Color the multiples of 2 (color stated by teacher). • Color the multiples of 3 (color stated by teacher).	Pages 113 - 118	Calling Sticks - Relay Race	List the first 10 multiples of 2. ………. , ………….. , ……… , ………. , ………. , ………. , ……….. , ……… , ……… , ………. List the first 10 multiples of 3. ………. , ………….. , ……… , ………. , ………. , ………. , ……….. , ……… , ……… , ………. List all of the multiples you found that 2 and 3 share:	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 55 – 57	List the first 10 multiples of 5.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: .... Date:................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 24	**LEARNING OBJECTIVES** • Identify the multiples of 5 and 10. • Identify numerical patterns when multiplying by 5 and 10. • Explain the relationship between skip counting and multiplication facts. **KEY VOCABULARY** • Equation Factors • Multiples • Pattern **MATERIALS** • Class 120 Chart • Crayons or colored pencils • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Use the 120 Chart below to complete the following: • Color the multiples of 10 (color stated by teacher).	Pages 119 - 121	Calling Sticks - Relay Race	Write the equations for the multiples of ten. The first two have been done for you. 10 × 1 = ... 10 × 2 = ... 10 × 3 = ... 10 × 4 = ... 10 × 5 = ... 10 × 6=	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 58 – 59	Complete : 10 × .... = 90

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 25	**LEARNING OBJECTIVES** • Explore the relationship between multiples of 2, 3, and 6. • Model the Commutative Property of Multiplication using arrays. • Identify factor pairs using arrays. **KEY VOCABULARY** • Array • Product • Commutative Property of Multiplication • Factor **MATERIALS** • Arranging Chair game cards • Grid paper (at least one large sheet for each group of 4 students) • Construction paper • Crayons or colored pencils • Glue or glue sticks • Scissors	**Calendar:** Answer question about calendar **Learn** A MULTIPLE is the product when a number is multiplied a number of times. For example, multiples of 3 are 3, 6, and 9, which are 3 × 1, 3 × 2, and 3 × 3. We name them when we skip count. Th e other day a friend told me that if they color in the multiples of 6 that they would also be coloring in the multiples of 2 and 3. Look at our 120 Chart. Do you agree with my friend or not? Turn to your Shoulder Partner and discuss.	Pages 122 - 124	Calling Sticks - Relay Race	The Commutative Property means that we can add the addends or multiply the factors in any order and get the same answer. 1 and 6 are factors of 6, and 1 × 6 has the same product as 6 × 1.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages ---------	List the first 10 multiples of 7.

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: .... Date:....................................... present :........... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 26	**LEARNING OBJECTIVES** • Skip count by 5s. • Explain the relationship between skip counting by 5s and telling time to 5-minute increments. • Read and write time in 5-minute increments on an analog clock. **KEY VOCABULARY** • Clock • Half • Hour • Minute • Time **MATERIALS** • Large analog clock face • Large version of "train" of colored blocks • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Look at each of the clocks below. Determine the time on the analog clock and write the digital time below. _______ : _______	Pages 125 - 127	Calling Sticks - Relay Race	Look at each of the clocks below. Determine the time on the analog clock and write the digital time below. _____ : _____	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 60 - 61	Complete : 5 , 10 , 15 , 20 , ... , ... , ... , ...

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: ……………………… Date:……………………………… present :……….. Absent: …………. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 27	**LEARNING OBJECTIVES** • Use a variety of strategies to tell time to 5-minute increments. • Analyze and correct an incorrect time. **KEY VOCABULARY** • Clock • Half • Hour • Minute • Time **MATERIALS** • Number cards 1 to 11 • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** • Record the minutes on the digital clock. The hour is already decided for you. • Draw the minute hand on the analog clock. 1 : ____	Pages 128 - 131	Calling Sticks - Relay Race	1. Your mom puts muffins in the oven at 7:00. How many minutes did it take to bake the muffins?	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 62 - 64	Complete : 25 , 30 , 35 , 40 , …… , …… , …… , …….

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Grade (3) class: ……………………… Date:……………………………… present :………. Absent: ………….. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 28	LEARNING OBJECTIVES • Use manipulatives to model division. • Explain the relationship between sharing equally and dividing. • Use a variety of strategies to solve sharing division problems. KEY VOCABULARY • Divide • Model • Fair share • Equal MATERIALS • Sets of 50 counters (one teacher set and one set for each pair of students) • Th inking Like a Mathematician anchor chart • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** 1. There are 16 fish that need to be placed in 4 bowls. Each bowl must hold the same number of fi sh. How many fish should be put into each bowl? Draw a picture in the bowls below to solve the problem.	Pages 132 - 135	Calling Sticks - Relay Race	Sameh is preparing gift baskets. He has 20 oranges that need to be divided equally between 5 baskets. Draw a picture in the baskets below to solve the problem.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 65 - 68	How many five are there in 15

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Grade (3) class: .... Date:.................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices: Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 29	**LEARNING OBJECTIVES** • Use a variety of strategies to solve division problems. • Explain their thinking when solving division problems. • Discuss the importance of perseverance. **KEY VOCABULARY** • Quotient **MATERIALS** • Sets of 50 counters (one teacher set and one set for each pair of students) • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Draw a mathematical picture to solve. *- Each cat needs 2 fish for lunch. How many cats can we feed with 12 fish?	Pages 136 - 138	Calling Sticks - Relay Race	Draw a mathematical picture to solve. Each ibis will eat 3 worms. You have 18 worms. How many ibis can be fed?	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 69 - 70	Each jackal must eat 6 insects. There are 24 insects. How many jackals can be fed?

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Grade (3) class: .... Date:..................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	WHO AM I?	Chapter 3	lesson 30	**LEARNING OBJECTIVES** • Describe the relationship between factors and their product. • Use the division symbol. • Apply the relationship between multiplication and division to identify fact families. • Solve division problems with one unknown. **KEY VOCABULARY** • Division • Symbol • Fact family **MATERIALS** • Thinking Like a Mathematician anchor chart • Sets of 50 counters (one teacher set and one set per pair of students) • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Find the missing factor in the triangles below. Then write the four equations that go with the fact family. (triangle: 24, 6, ◯) _____ × _____ = _____ _____ × _____ = _____ _____ ÷ _____ = _____ _____ ÷ _____ = _____	Pages 139 - 142	Calling Sticks - Relay Race	Find the missing factor in the triangles below. Then write the four equations that go with the fact family. (triangle: 18, 3, ◯) ___ x ___ = ___ ___ x ___ = ___ ___ ÷ ___ = ___ ___ ÷ ___ = ___	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 71 - 73	Complete : 24 ÷ 6 = ...

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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	lesson 31	**LEARNING OBJECTIVES** • Identify the attributes of two-dimensional shapes. • Defi ne categories based on attributes. • Sort two-dimensional shapes based on their attributes. • Define polygon and parallelogram. **KEY VOCABULARY** • Attribute • Octagon • Closed figure • Cube • Parallel • Hexagon • Parallelogram • Polygon • Rhombus • Quadrilateral • Vertex • Trapezium • Vertices **MATERIALS** • Two-Dimensional Shapes anchor chart • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** name each shape with your partner. 1 2 3 4 5 6 7 8 9 10	Pages 150 - 152	Calling Sticks - Relay Race	Write a list of attributes for one of the shapes below.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 74 - 76	Write a list of attributes for one of the hexagon.

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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	lesson 32	**LEARNING OBJECTIVES** • Describe the attributes of quadrilaterals. • Compare and contrast quadrilaterals. • Sort quadrilaterals using a Venn diagram. **KEY VOCABULARY** • Review vocabulary as needed. **MATERIALS** • Number cards 0 to 12 or one die per partner group • Quadrilateral Venn Diagram poster • Scissors • Glue for each partner set • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Find the missing factor by rolling the die or choosing a number card. Record the missing factor in one of the problems below and then solve. 1 × ____ = ____ 4 × ____ = ____ 7 × ____ = ____ 10 × ____ = ____	Pages 153 - 155	Calling Sticks - Relay Race	Find the missing factor by rolling the die or choosing a number card. Record the missing factor in one of the problems below and then solve. 2 × ____ = ____ 5 × ____ = ____ 8 × ____ = ____	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 77- 80	Find the result : 10 × 7 = ……………

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Grade (3) class: ……………………… Date:……………………………… present :………. Absent: …………. Students' total number: ……….

						Teacher's Choices						
Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	lesson 33	**LEARNING OBJECTIVES** • Apply rules to sort quadrilaterals. • Combine quadrilaterals to create a picture. • Create a bar graph representing quadrilaterals to create a picture. **KEY VOCABULARY** • Review vocabulary as needed. **MATERIALS** • Construction paper (one sheet per pair of students) • Scissors • Glue • Colored pencils or crayons • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Today you and a partner will create a picture to demonstrate your understanding of quadrilaterals. Your picture must have at least 12 quadrilaterals and at least one of each type we discussed these past few days. When you are finished, you will create a bar graph to show how many of each quadrilateral you used in your design. Let's prepare by doing a quick review.	Pages 156 - 158	Calling Sticks - Relay Race	Once your picture is complete, fill out the bar graph below. 10 9 8 7 6 5 4 3 2 1 0 RHOMBUS RECTANGLE PARALLELOGRAM TRAPEZIUM SQUARE	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 81 - 88	Write a definition of a trapezium in your own words.

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Grade (3) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	lesson 34	<u>LEARNING OBJECTIVES</u> • Use manipulatives to build rectangles with specified dimensions. • Calculate the area of rectangles in square units. <u>KEY VOCABULARY</u> • Array • Square unit • Dimensions • Area <u>MATERIALS</u> • Number cards 0 to 12 or one die per partner group • Sets of 2-centimeter squares (one set per pair of students) • Scissors (optional) • Paper or plastic bags (for storage of sets) • Mathematics Student Book and pencil	**<u>Calendar:</u>** **Answer question about calendar** **<u>Learn</u>** Find the missing factor by rolling the die or choosing a number card. Record the missing factor in one of the problems below and then solve. When finished, draw a rhombus around the fact that was the most challenging and a trapezium around the easiest fact 3 × ______ = ______ 6 × ______ = ______ 9 × ______ = ______ 12 × ______ = ______	Pages 159 - 161	Calling Sticks - Relay Race	Heba has two rectangular gardens, one for lettuce and one for squash. The squash takes up 12 square units and the lettuce takes up 10 square units. What could her gardens look like?	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 89 - 96	Find the result: 8 × 3 = ………………

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Grade (3) class: .... Date:....................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	lesson 35	LEARNING OBJECTIVES • Determine the area of rectangles using strategies related to multiplication. KEY VOCABULARY • Area • Array • Product • Square unit MATERIALS • Sets of 2-centimeter squares (optional) • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Determine the area of each rectangle. total area =...... square units total area =...... square units	Pages 162 - 164	Calling Sticks - Relay Race	These gardens are not rectangular. Can you find the area anyway? total area =...... square units total area =...... square units	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 97 - 100	Find the result: 2 × 9 = ...

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Grade (3) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	lesson 36	**LEARNING OBJECTIVES** • Create and describe multiple rectangles with the same area. • Explain and model the Commutative Property of Multiplication. **KEY VOCABULARY** • Area • Columns • Commutative Property • Factors • Rows • Unit square **MATERIALS** • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Solve the following problem: Mohammad makes a drawing with 5 squares. Mona makes the same drawing but uses triangles. It takes 2 triangles to make a square. How many triangles does Mona draw?	Pages 165 - 167	Calling Sticks - Relay Race	On the grid below, draw and label as many rectangles as you can with an area of 18 square units.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 101 - 104	Find the result: ……… × ……… = 18

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Grade (3) class: ……………………… Date:……………………………… present :………. Absent: …………. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices: Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	lesson 37	**LEARNING OBJECTIVES** • Defi ne area in their own words. • Apply strategies to measure area. **KEY VOCABULARY** • Area • Columns • Commutative Property • Dimensions • Rows **MATERIALS** • Number cards 1 to 10 • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Select two number cards, create an array using the two numbers as your factors, write the equation, and then find the product.	Pages 168 - 170	Calling Sticks - Relay Race	Determine the total area of each shape. Total area = …….. square units Total area = …….. square units	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 105 - 109	Find the result: ……… × ………. = 10

Teacher's Self Reflection ☐ | Exceeds expectations ☐ | Meets expectations ☐ | Sometimes Meets Expectations ☐ | Below Expectations ☐

Grade (3) class: .... Date:.................................. present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices: Teacher guide	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	lesson 38	**LEARNING OBJECTIVES** Divide arrays into smaller arrays to solve multiplication problems. • Explain why dividing arrays makes it easier to solve multiplication problems. **KEY VOCABULARY** • Arrays • Columns • Factors • Rows **MATERIALS** • One ruler • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Split the arrays below into at least 2 smaller arrays. Label the factors for each part. An example is shown below. Example : 5 5 3 3	Pages 171 - 174	Calling Sticks - Relay Race	Split the arrays below into at least 2 smaller arrays. Label the factors for each part.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 110	Find the result: 10 × .... = 90

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Grade (3) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	lesson 39	**LEARNING OBJECTIVES** • Model the Distributive Property of Multiplication using arrays. • Apply the Distributive Property to solve multiplication problems. • Explain the Distributive Property of Multiplication. **KEY VOCABULARY** • Distributive Property **MATERIALS** • Number cards 1 to 10 (one set per pair of students) • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Select two number cards, create an array using the two numbers as your factors, write the equation, and then find the product.	Pages 175 - 177	Calling Sticks - Relay Race	Break apart the arrays and, using the distributive property, write an equation to show your work. __ x __ = ☐ __ x __ = ☐ ☐ + ☐ = ◯ 8 x 9 = __	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 111 - 114	Find the result: 8 × 9 = ………

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (3) class: ……………………… Date:……………………………… present :……….. Absent: …………. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	The world around us	Chapter 4	lesson 40	**LEARNING OBJECTIVES** • Apply the Distributive Property to solve multiplication problems. • Reflect on understanding of multiplication and the Distributive Property of Multiplication. **KEY VOCABULARY** • Arrays • Distributive Property • Metacognition **MATERIALS** • Colored pencils or crayons (each student needs several different colors) • Mathematics Student Book and pencil	**Calendar:** Answer question about calendar **Learn** Break up the following arrays in as many different ways as possible. Use different colors to keep track of your diff erent arrays. Then select the one that is most helpful to you as a mathematician and write the equations that match it in the box.	Pages 178 - 179	Calling Sticks - Relay Race	Break up the following arrays in as many different ways as possible. Use different colors to keep track of your diff erent arrays. Then select the one that is most helpful to you as a mathematician and write the equations that match it in the box.	Calendar - Calling sticks	Allow students a moment to share their thoughts with a partner.	Pages 115 - 118	Find the result: 4 × 5 = ……….

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐